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ABSTRACT

This handbook, consisting of a program development model that is based on three programs for ex-offenders that were implemented in Texas in fiscal year 1983, is designed to assist adult educators in implementing adult education programs for persons on parole or probation. Discussed first are the purpose of the handbook, the individual sites of the three pilot projects, the main objectives of the guide, and pertinent terms. Guidelines are set forth for coordinating program activities with the Board of Pardons and Paroles. Examined in the next few chapters are various aspects of the model, including referral, identification, assessment, counseling, curriculum planning, and staff training. Concluding the guide are maps of parole regions in Texas and adult education cooperatives in the state as well as lists of contact persons in adult education programs in the state and on the Texas Board of Pardons and Paroles. (MN)

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TABLE OF CONTENTS

Introduction and Purpose of Handbook	Page 1
Project Sites	Page 3
Main Objectives	Page 4
Definitions	Page 5
Coordination With Board of Pardons and Paroles	Page 9
Project Implementation	Page 10
Project Implementation - Flow Chart	Page 16
Curriculum	Page 17
Staff Training	Page 19
Project Evaluation	Page 21
Summary	Page 22
Map of Parole Regions	Page 23
Contact Persons - Texas Board of Pardons and Paroles	Page 24
Map of Adult Education Cooperatives	Page 27
Contact Persons - Adult Education Programs	Page 28

INTRODUCTION AND PURPOSE OF HANDBOOK

According to the 1982 Fiscal Year Statistical Report compiled by the Texas Department of Corrections, the inmate population has more than doubled in the last ten years. It has risen from 16,171 inmates in 1972 to 34,393 inmates in 1982, with 15,539 admissions during 1982 alone. During the first half of 1983 the number of incarcerations has already climbed to 38,000. This tremendous increase in the number of offenders being sent to prison has created a serious problem of space overcrowding and driven up the cost of housing inmates. It cost an average of $4,420.15 per incarceration in 1982 and the TDC 1982 operating deficit stood at $143,363,921.69.

In a decade of an overall economic slump and soaring construction costs, Texas legislators are being forced to seek alternative ways for alleviating prison overcrowding. The legislature has appropriated significant sums of money to make drastic changes in the handling of offenders. At the present time emphasis is placed on establishing a network of community-based minimum security facilities across the state. Offenders, who previously did not qualify for parole, are placed in these facilities under mandatory supervision. The most common facility of this kind is the halfway house. In 1982 the number of releasees assigned to halfway houses was increased by 36.24% (from 3331 releasees in 1981 to 4538 releasees in 1982). The number of inmates released on parole to communities has remained the same for the last two years (7465 parolees in 1981 and 4753 parolees in 1982). The total number of releasees in 1982 was 11,991, which constituted about one third of the 1982 TDC inmate population.

Currently some 1400 inmates are being released to various parts of Texas each month. The Texas Department of Corrections anticipates that the number of inmates assigned to halfway houses will reach 4900 by the end of 1983.

The TDC Statistical Report further indicates that the inmate population has poor preparation in basic academic and vocational skills. In 1982 the average educational achievement was 6.3. During the first half of 1983 the average educational level has already dropped to 5.0 and about 85% of the inmates have not finished high school. Although various educational and vocational programs are made available to inmates through the Windham School System, only 20,637 inmates have received the high school diploma or GED certificate since 1970. Participation in vocational offerings numbered a mere 3269 inmates in 1982. It can thus be deduced that the vast majority of releasees are ill prepared to reenter the free world as self-sufficient, productive citizens.

The probationer, an adult who has not served a prison term, is another type of offender. According to the latest available statistics, there were 179,436 probationers in Texas at the end of February 1983. As a result of legislative action taken in May, the Probation Department expects the number of probationers to increase to 200,000 during the remainder of this year. Although the Probation Department does not maintain educational records on probationers, probation officials assert that persons who commit crimes tend to be least educated and possess minimal vacational skills. Thus, adults on probation as well are ill-adjusted to attain fullfillment of personal needs or to contribute successfully within the mainstream of society.

Recognizing the need for a far-reaching, systematic referral procedure of ex-offenders into adult education programs, the Division of Adult and Community Education Programs of the Texas Education Agency funded three special projects during FY '83 to develop an educational planning system for ex-offenders. In cooperation with the Board of Pardons and Paroles and adult education staff, the projects were piloted in Dallas, Houston, and Huntsville.

The major purpose of the projects was to explore and establish efficient ways for serving releasees and to develop a model system for referral, identification, assessment, counseling, curriculum planning, and staff training that could be implemented across the state and nationally.

This handbook describes the model system developed at the project sites and hopefully will serve as a guide to adult educators in implementing programs for releasees.

PROJECT SITES

Dallas, Houston , and Huntsville were selected as the project pilot sites. The great majority of inmates are released to the Dallas and Houston areas, whereas Huntsville serves primarily as a transitory location for those releasees whose home state is other than Texas or who claim no particular area of Texas as their home.

The Dallas Independent School District, Houston Community College, and Region VI Education Service Center in Huntsville served as project sponsors.

The Dallas project, implemented in a large urban setting, concentrated on working with persons released from county jails, state

and federal prisons; the Houston project, implemented in a rapidly growing major city, primarily addressed the needs of state parolees; the Huntsville project, situated in a rural community, adjacent to a number of major Texas Department of Corrections units and the Windham School System, focused on the needs of mandatory supervision releasees assigned to halfway houses.

MAIN OBEJECTIVES

The main objectives of the project were:

* development of a referral system for releasees into adult education programs;
* identification of releasees' specific needs that could be served by adult education programs;
* implementation of relevant adult education services for releasees and analysis of their impact.

In considering the above stated objectives, the following areas of concern were identified:

* establishing a working relationship with parole officers;
* developing a referral system;
* having access to releasees' past educational records;
* identifying data to be kept by parole officers;
* delineating intake and placement of releasees into adult education programs;
* organizing special adult education programs for releasees;
* identifying records to be kept by adult education staff;
* specifying or enforcing program participation "rules";

* coordinating with other agencies that provide special services, such as counseling and job training;
* providing staff training for adult educators who deal with releasees.

DEFINITIONS

Adult Basic and Secondary Education Programs

Adult basic and secondary education programs to meet the needs of undereducated adults and out-of-school youths in Texas are administered by the Division of Adult and Community Education Programs of the Texas Education Agency.

Major goals of the adult education programs are:

* Adult Basic Education (ABE) - basic reading, writing, math;
* Basic Life-Coping Skills - consumer economics, occupational knowledge, government and law, health, community resources;
* General Education Development (GED) - preparation for the GED test;
* High School Credit Instruction and Assessment for credit toward a high school diploma;
* English as a Second Language;
* Educational pre-requisites for vocational areas and post-secondary education.

Board of Pardons and Paroles

The Texas Board of Pardons and Paroles is the constitutional authority for the state of Texas which performs two broad functions: (a) administrating the Statewide Parole and Mandatory Supervision System and (b) investigating and recommending acts of executive

clemency by the Governor. (See regional map, p. 23)

The Board of Pardons and Paroles is governed by three appointed full-time, salaried members, who serve overlapping six-year terms of office. These members are responsible for providing the rules and policies of the agency. Presently the Board employs nine commissioners to assist in recommendations of inmates for parole.

The agency is comprised of the Institutional Services Division, the Field Services Division, and the Staff Services Division. The executive director oversees the operation and administration of the various agency functions. The current agency staff numbers over 700 employees of whom approximately one half are parole officers.

Parole Officer

The parole officer performs specialized casework involving parole investigations and supervision of paroles in an assigned district. The work is performed according to laws and well-defined rules and procedures, but the nature of the work responsibilities requires the exercise of continuous independent judgement in individual cases and in the handling of frequent special problems.

The major work responsibilities of the parole officer include:

* making pre-parole investigations to secure employment and living arrangements for inmates scheduled for parole;
* making pre-parole reports and recommendations;
* investigating parole violations;
* developing volunteer parole programs in areas where there is no resident parole officer;
* supervising, investigating, and making reports on inter-state cases transferred into Texas;

* approving changes in parolee's plan;
* counseling with parolees and using community resources in case planning.

Releasee

A releasee is a convicted felon, who, after spending a portion of his sentence in prison, is conditionally released from prison to supervision by parole authorities to serve the remainder of his sentence outside prison walls. If he does not comply with agreed upon conditions of supervision, the releasee may be returned to prison to serve the balance of his sentence. Types of releasees include parolees, conditional parolees, mandatory supervision releasees, and pre-parole inmates.

* Parolee - an inmate who is released from prison by approval of the Texas Governor to the supervision of the Board of Pardons and Paroles;
* Conditional Parolee - an inmate who is released to a halfway house as a special condition of his parole;
* Mandatory Supervision Releasee - an inmate who committed any part of his instant offense on or after August 29, 1977, and who failed to be granted parole prior to that point in time when his calendar time served plus good time credited equaled the maximum sentence imposed; the releasee is deemed as if on parole, however, his release is not contingent upon governor's approval;
* Pre-parole Inmate - an individual transferred to a halfway house up to 180 days prior to his/her presumptive parole date. Offenders in this category are considered inmates of

the Texas Department of Corrections subject to supervision by the Board of Pardons and Paroles. Inmates who successfully complete their term of supervision in pre-parole status are transferred to regular parole. Unsatisfactory adjustment in pre-parole status results in postponement or rescission of the inmates' presumptive parole date.

Probationer

A probationer is a convicted offender by a court under conditions imposed by the court for a special period during which the imposition of sentence (imprisonment) is suspended; (has not been sentenced to prison for the present conviction).

Halfway House

As of April 1, 1983 the Board of Pardons and Paroles has entered into a contractual agreement with 49 halfway house facilities across the state. Said facilities provide housing and programming for releasees. In return, the Board pays the facility a predetermined rate, less client contribution from his personal income. Approximately five percent of the releasees currently under active supervision are residing in halfway houses. A releasee is referred to a halfway house at his own request, as a condition of release from the Texas Department of Corrections, or when he is unable to develop or maintain an adequate residential plan. The halfway house resident receives casework services, counseling, alcohol and drug treatment if needed, and other social services; he must hold a job and contribute to his upkeep.

Problems unique to halfway house residents include the transitory nature of the residents (average client stay is 60 days) and the frequent transfer of clients from one facility to another. Also, since

the majority of halfway house residents are at the facility as a condition of release, rather than voluntary, client motivation is a major problem in program planning.

COORDINATION WITH BOARD OF PARDONS AND PAROLES

Officials from the Board of Pardons and Paroles and the Texas Education agency developed an overall design for project implementation. A parole officer at each project site was assigned to work with the adult education project staff.

Several meetings, attended by representatives of the Board of Pardons and Paroles, the Texas Education Agency, and project staff, were held during the project year in order to exchange information pertaining to project development and undertake necessary modifications during project implementation. During these meetings the respective roles of the parole officer and adult education staff were delineated:

Role of Parole Officer

1) secures releasees' educational records;
2) evaluates releasees' educational records;
3) counsels with releasees regarding their educational/vocational goals;
4) refers eligible releasees to designated adult education staff;
5) monitors releasees' class progress;
6) follows up on releasees' activities upon releasees' program completion or program exit;
7) meets periodically with adult education staff.

Role of Adult Education Staff:

1) receives referrals from parole officer;
2) counsels with releasees regarding their basic educational and life-coping skills needs;
3) assesses releasees' educational preparation:
   a) through formal testing,
   b) through informal placement;
4) selects appropriate instructional material;
5) initiates irstruction;
6) monitors releasees' class progress;
7) makes periodic reports to parole officer;
8) informs parole officer of releasees' program completion or program exit;
9) meets periodically with parole officer.

PROJECT IMPLEMENTATION

During the first meeting of officials from the Board of Pardons and Paroles, representatives from the Texas Education Agency, and project staff, it was agreed that project implementation could be inititated in the halfway house setting. This would allow parole officers and project staff time for developing strategies on how to reach, refer, and serve releasees who are paroled to communities rather than placed under mandatory supervision in halfway houses.

Steps for project implementation were established as follows:

A) Halfway House Programs:

I) Communication was initiated:

a) adult education co-op director contacted halfway house director;

b) halfway house director contacted adult education co-op director.

II) Agreement was reached regarding:

1) Program(s) to be offered:

a) Basic reading, writing, math;

b) GED preparation;

c) English as a Second Language;

d) Basic life-coping skills.

2) Instructional staff:

a) provided by adult education;

b) provided by the halfway house.

3) Instructional materials:

a) provided by adult education;

b) provided by the halfway house.

4) Program duration:

a) number of class hours per week;

b) number of weeks (months);

c) class days and times.

5) Program participation guidelines:

a) voluntary (optional) attendance;

b) mandatory attendance.

6) Record keeping:

a) by adult education staff;

b) by parole officer(s).

III) Adult education staff was designated to function as main contact with parole officer(s).

IV) Staff training was provided:

a) to adult education staff,

b) to halfway house staff.

V) Instruction was begun.

VI) Student progress was monitored:

a) by adult education staff,

b) by parole officer(s).

VII) Follow-up was made by parole officer(s) upon releasees' program completion or program exit.

VIII) Periodic meetings were held by parole officer(s) and adult education staff.

B) Releasees Referred to Regular, On-Going Adult Education Classes:

I) Communication was initiated:

1) adult education co-op director contacted area parole coordinator;

2) area parole coordinator contacted area parole officer(s).

II) Adult education staff was designated to function as main contact with parole officer(s).

III) Staff training was provided:

1) to designated adult education contact staff,

2) to adult education instructional staff.

IV) Referral system was established through parole officer(s):

1) parole officer(s) secured releasees' educational records;

2) parole officer(s) evaluated releasees' educational records;

3) parole officer(s) counseled with releasees' regarding their educational and occupational goals;

4) parole officer(s) referred eligible releasees to designated adult education staff.

V) Intake system was established through designated adult education staff:

1) adult education staff received referrals;

2) adult education staff counseled with releasees regarding their basic educational and life-coping skills needs;

3) adult education staff assessed releasees' educational preparation;

4) adult education staff selected appropriate instructional materials;

5) adult education staff initiated instruction.

VI) Releasees' class progress was monitored:

1) by parole officer(s);

2) by adult education staff.

VII) Follow-up was made by parole officer(s);

a) upon releasees' program completion;

b) upon releasees' program exit.

VIII) Periodic meetings were held by parole officer(s) and adult education staff.

Advantages and disadvantages of program implementation in halfway houses.

The halfway house setting provides the releasees with some degree

of community protection through a structured resocialization process. The releasees can feel more at ease surrounded by individuals who have similar concerns.

The halfway house rules for residents, program offerings, and accessibility to social services vary greatly according to the size and location of each halfway house. The larger halfway houses may opt to promote information on adult education classes and recommend program participation, while the smaller halfway houses may make program attendance mandatory.

The main advantages of offering adult education classes in halfway houses could be termed as primarily physical in nature: it is convenient for the students to get to class and the teacher is dealing with a more or less captive audience under direct supervision of the halfway house staff. The disadvantages of offering adult education classes in halfway houses could be described as primarily psychological: the students must remain in an environment which already imposes a number of rules and regulations upon them and the teacher is restricted to teaching a clientele of the same "background" which interfers with a natural resocialization process.

Referring Releasees to On-Going, Regular Adult Education Classes.

The advantages and disadvantages of this procedure are naturally opposite to those of teaching classes in the halfway house setting. The positive aspects for the students are a) not being confined to a restrictive environment and b) having the opportunity to come into contact with members of the "free world". From the teacher's point of view the most positive aspect might be the possibility to treat releasees as any other adult education students by providing

encouragement and guidance, but placing the final responsibility for learning upon the students themselves.

The chief disadvantages of referring halfway house residents to "outside" classes may be distance, lack of transportation, and inconvenient class scheduling. Any of these concerns may provide an easy excuse for failure to attend class. The same problems may arise with parolees residing in the community.

PROGRAM IMPLEMENTATION

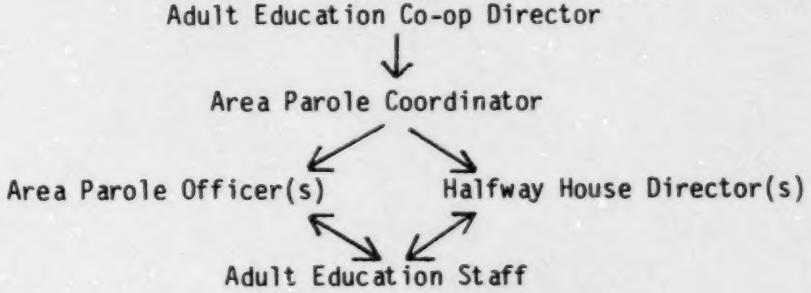
PROGRAM GOAL: To assist releasees in areas of deficiency that can be corrected through adult basic education programs.

PROGRAM OBJECTIVES:

To instruct releasees in the areas of:

* Basic Reading, Writing, Math;
* GED Preparation;
* English as a Second Language;
* Basic Life-Coping Skills.

COMMUNICATION PROCESS:



REFERRAL, INTAKE, INSTRUCTION:

Identification of Program Participants:
a) by parole officer(s)
b) by halfway house director(s)

↓

Referral of Program Participants:
a) by parole officer(s)
b) by halfway house director(s)

↓

Participation in Adult Education Programs
a) in regular, on-going classes
b) in halfway house classes

↓

Intake by Adult Education Staff:
1) counseling
2) assessment

↓

Instruction in:
a) basic reading, writing, math
b) GED preparation
c) English as a Second Language
d) basic life-coping skills

↓

Program Completion or Exit Follow-Up:
a) by parole officers(s)
b) by halfway house director(s)

CURRICULUM

Since all releasees experience certain immediate concerns upon their release, adult education programs must be designed to meet these needs. In most cases it is more practical for the releasees to reach short-term goals while setting and working toward long-term educational and vocational aspirations. This is particularly true for halfway house residents who often leave the area after completion of their mandatory supervision status.

The most critical aspects of release are employment and social reintegration. Adult education programs can offer necessary assistance in both areas. Through input from parole officers, halfway house staff, and the releasees themselves, the following life-coping skills were identified as essential to the releasees' successful reentry of the free world:

ESTABLISHING POSITIVE SELF-IMAGE:

- Assuming responsibility for one's actions;
- Evaluating one's capabilities and limitations;
- Setting educational/occupational short-term and long-term goals.

EXPLORING EDUCATIONAL POSSIBILITIES ON ALL LEVELS:

- Introduction to GED/display of GED instructional materials;
- Discussion of high school diploma and college degrees;
- Discussion of educational/occupational financial assistance.

FILLING OUT JOB APPLICATIONS:

- Preparing a resume;
- Examining sample job applications;
- Preparing answers to specific questions.

LOOKING FOR A JOB:

Answering job ads/making telephone calls;

Utilizing employment agencies;

Interviewing for a job/dress, behavior.

COMMUNICATING WITH OTHERS:

Friends/relatives;

Acquaintances;

Employer/other employees.

MONEY MANAGEMENT:

Preparing a budget;

Comparison shopping;

Consumer fraud.

BANKING:

Checking;

Savings;

Credit.

OBTAINING HOUSING:

Renting;

Owning;

Utilities.

INSURANCE:

Medical;

Life;

Property/car.

BUYING A CAR:

New;

Used;

Maintenance.

BASIC SAFETY MEASURES:

Emergencies;

First Aid;

Taking precautions.

FREE TIME ACTIVITIES:

Enjoyment;

Options;

Cost.

The level of instruction in the above areas must however remain fexible as the age, educational and life experiences vary greatly from releasee to releasee. And since the majority of releasees are school dropouts, ABE or GED materials should be incorporated with the life-coping skills program. Introduction of ABE or GED instruction through life-coping skills affords the instructor an opportunity to emphasize the relevancy of basic educational skills in every-day living and gives the releasee a chance to recognize his educational strengths and weaknesses: releasees' self-assessment of areas that need improvement will most often lead toward releasees' active and successful class participation.

STAFF TRAINING

During project implementation it became evident that acceptance and instruction of releasees was difficult due to societal stigmas: the ex-offender had committed some crime against society and was therefore an undesirable individual; the community feared his return and he was considered dangerous. Society was eager to punish him for his crime, but quite unwilling to give him an opportunity to regain the status of

a normal citizen - a myth prevailed that ex-offenders could not be rehabilitated.

The efforts of the adult education programs centered around giving ex-offenders a second chance to live by the rules of society. The goal of the programs was not only to provide needed educational and life-coping skills instruction, but also to support the releasees' psychological readjustment. Therefore, in order for adult education programs to become successful experiences for releasees, the instruction needed to incorporate acculturation and socialization. It is thus important to provide training for adult education staff who deal with realeasees. When a teacher agrees to instruct releasees, he or she should be:

* willing to work with releasees;
* open-minded toward different life-styles and attitudes;
* unprejudiced;
* able to respect releasees as any other students;
* believe that releasees can accept responsibility;
* believe that releasees are capable of accomplishment.

In the classroom the teacher should:

* not exhibit fear of releasees;
* not criticize releasees for their past;
* be friendly, yet remain professional at all times;
* show confidence in releasees' capabilities;
* show trust;
* answer releasees' questions truthfully.

Orientation on how to work with releasees should be provided to all adult education staff concerned before a referral, intake and instructional system is implemented.

PROJECT EVALUATION

It was found that participation in adult education programs aided releasees considerably in developing a positive attitude toward learning and the setting and pursuing of vocational goals, or stated in other words, class attendance helped releasees to view themselves as capable citizens who could function in the mainstream of society. Once the releasees experienced learning success, they were also more eager to achieve success in the area of employment.

Releasees who benefited most from program participation were usually past their mid-twenties, had some type of employment record and were functioning academically at beginning high school level. This group of releasees appeared to be more directed in establishing and following realistic educational and occupational goals.

It was more difficult to involve those releasees in active program participation whose employment record was irregular, who experienced difficulty with reading, and who could be classified as functionally illiterate in most life-coping skills areas. Motivation toward a productive reentry into the free world seemed to be hindered by lack of self-discipline and unrealistic expectations. The releasees in this category were usually in their late teens or early twenties.

Working with releasees who had dropped out of school during their last high school years was easiest. The fact that it took these releasees a relatively short period of time to obtain their GED certificates played an important role in their overall self-motivation with respect to their educational and vocational goals.

SUMMARY

In order that adult education programs for releasees be successful, a strong linkage must be established between the parole coordinator, respective parole officer(s), the adult education co-op director, and designated adult education staff. The role of each must be delineated at program outset and all parties must continue to monitor program progress.

Adult education staff must be oriented as to the specific needs and characteristics of releasees in order to be receptive to serving such individuals without apprehension. Whether a releasee is served in a halfway house or in an on-going adult education classroom setting, initial rapport must be established and necessary life-coping areas must be stressed. Above all, early learning success must be experienced or achieved by the releasees. Problems must be addressed as soon as they arise and solved in coordination with and assistance from respective parole officer(s).

A smooth program operation will be assured through continuous cooperation among all concerned parties.

PAROLE REGIONS IN TEXAS

23

29

30

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TEXAS BOARD OF PARDONS AND PAROLES
REGION OFFICES

Region I

Headquarters:	219 Sunset Ave., Suite 102 Dallas, Texas 75208 (214) 942-7376 Tex-an 833-4000
Supervisor:	Carlos Castano
Placement Coordinator:	Michael Patterson 2600 E. Main, Grand Prairie, Texas 75050 (214) 264-4271 Tex-an 831-5533

Region II

Headquarters:	4949 W. 34th Street, Suite 115 Houston, Texas 77092 (713) 957-2922 Tex-an 851-1301
Supervisor:	George Evans
Placement Coordinator:	Daniel Downs 3011 San Jacinto, Suite 204 Houston, Texas 77004 (713) 522-6034 Tex-an 873-4011

Region III

Headquarters:	321 Center Street, Suite 2074 Sutton State Office Building P.O. Box 1768 San Antonio, Texas 78296-1768 (512) 225-2668 Tex-an 820-1434
Supervisor:	William Brooks
Placement Coordinator:	Henry Meade 321 Center Street, Suite 2074 Sutton State Office Building P.O. Box 1768 San Antonio, Texas 78296-1768 (512) 225-2668 Tex-an 820-1434

Region IV

Headquarters:	5102 29th Street Lubbock, Texas 79407 (806) 799-5099 Tex-an 862-0046
Supervisor:	J. Norvin Sides

Texas Board of Pardons and Parole,
Region Offices
Continued

Placement Coordinator: Jack Magee
5102 29th Street
Lubbock, Texas 79407
(806) 799-1955
Tex-an 862-0033

Region V

Headquarters: 721 Seminary South Office Building
Fort Worth, Texas 76115
(817) 921-3537
Tex-an 837-1229

Supervisor: Joe Tom New
Placement Coordinator: Sandra Fry
721 Seminary South Office Building
Fort Worth, Texas 76115
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Tex-an 837-1229

Region VI

Headquarters: 1208 North Velasco, Suite 15
P.O. Box 1666
Angleton, Texas 77515
(713) 849-6493
Tex-an 850-1245

Supervisor: Clark Porter
Placement Coordinator: Donald Nantz
2345 Interstate 10, East
Beaumont, Texas 77702
(409) 838-9140
Tex-an 856-9313

Region VII

Headquarters: 100 East Elm, Suite 402
P.O. Box 808
Tyler, Texas 75702
(214) 595-4276
Tex-an 836-2272

Supervisor: Richard Grimes
Placement Coordinator: Janice Abraham
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Tex-an 836-2272

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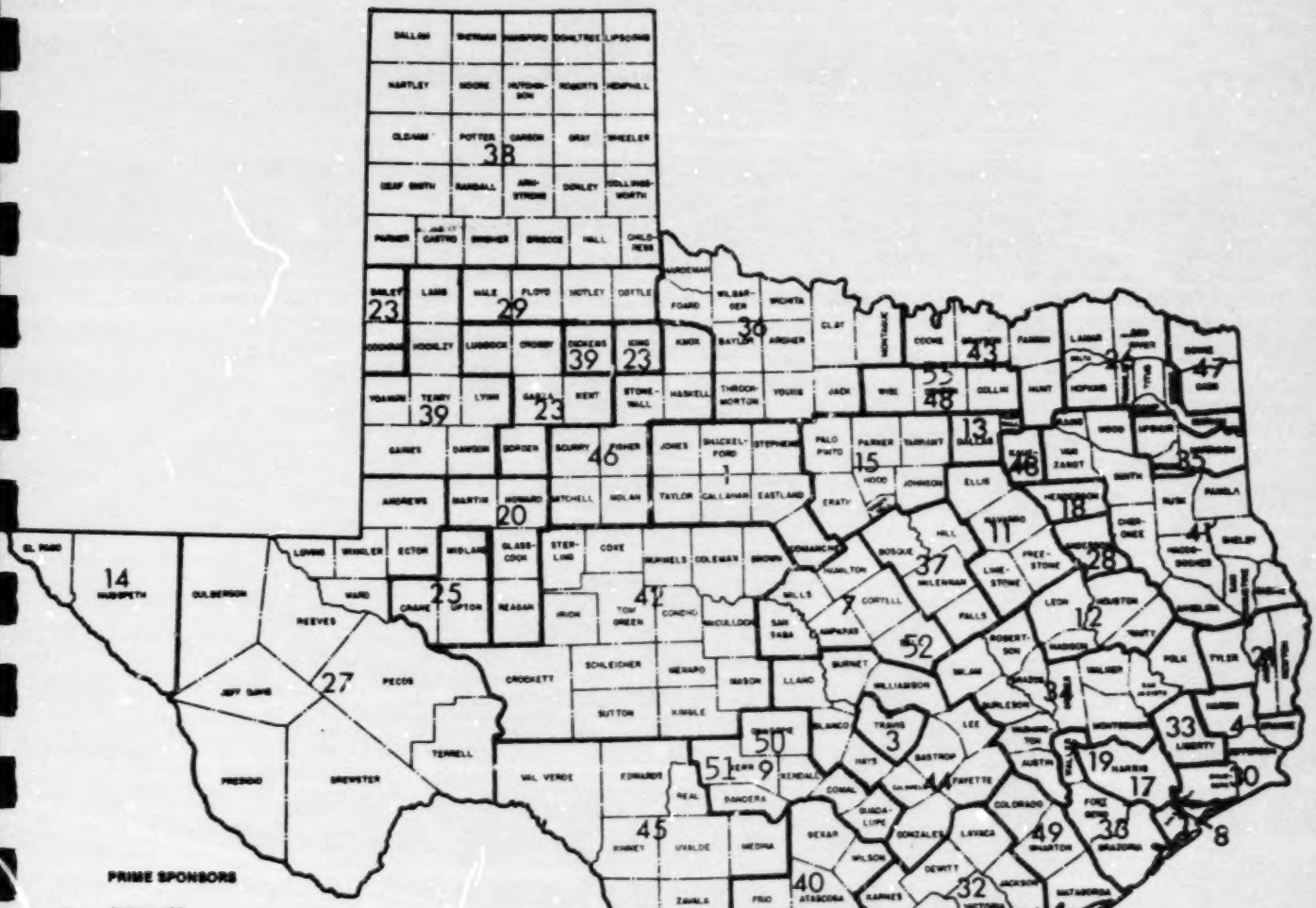
Region VIII

Headquarters	525 Esther P.O. Box 7067 Waco, Texas 76714-7067 (817) 776-6536 Tex-an 820-1438
Supervisor:	H.B. Skelton
Placement Coordinattor:	Alfredo Reza 1711 San Antonio Street Austin, Texas 78701 (512) 475-0731 Tex-an 822-0731

ADULT EDUCATION COOPERATIVES IN TEXAS



PRIME SPONSORS

1. Abilene ISD
2. Alice ISD
3. Austin Community College
4. Beaumont ISD
5. Bee Ville ISD
6. Brownsville ISD
7. Central Texas College
8. College of the Mainland
9. Comal ISD
10. Corpus Christi ISD
11. Corsicana ISD
12. Crockett ISD
13. Dallas ISD
14. El Paso ISD
15. Fort Worth ISD
17. Harris County Department of Education (excluding Houston ISD)
18. Henderson County Junior College
19. Houston Community College (only Houston ISD)
20. Howard College
21. Jasper ISD
22. Laredo Jr. College
23. Lubbock ISD
24. McAllen ISD
25. Midland College
26. Mount Pleasant ISD
27. Odessa College
28. Palestine ISD
29. Plainview ISD
30. Port Arthur ISD (only Port Arthur)
31. Region I ESC - Edinburg
32. Region III ESC - Victoria
33. Region IV ESC - Houston
34. Region VI ESC - Huntsville
35. Region VII ESC - Kilgore
36. Region IX ESC - Wichita Falls
37. Region XII ESC - Waco
38. Region XVI ESC - Amarillo
39. Region XVII ESC - Lubbock
40. Region XX ESC - San Antonio
41. Rusk ISD
42. San Angelo ISD
43. Sherman ISD
44. Smithville ISD
45. Southwest Texas Junior College
46. Sweetwater ISD
47. Texarkana ISD
48. Valley View ISD
49. Wharton County Jr. College
50. Fredricksburg ISD
51. Kerrville ISD
52. Killeen ISD
53. Lewisville ISD

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CONTACT PERSONS FOR ADULT EDUCATION PROGRAMS

School or College District

ABILENE ISD
Mr. Morris Foster, Director
Adult Education
Abilene ISD
P.O. Box 981
Abilene, TX 79604
(915)673-6585

ALICE ISD
Mr. Jack Harris, Coordinator
Adult Education
Alice ISD
1801 E. Main
Alice, TX 78332
(512) 664-0981, Ext. 52

AUSTIN COMMUNITY COLLEGE
Ms. Billie N. Chambers, Director
Adult Education
Austin Community College
P.O. Box 2285
Austin, TX 78768
(512) 476-6381

BEAUMONT ISD
Mr. Dudley R. Lindsey, Director
Adult Education
Beaumont ISD
P.O. Box 672
Bearmont, TX 77704
(713) 832-5929

BEEVILLE ISD
Mr. Paul Charlton, Director
Adult Education
Beeville ISD
400 North Washington
Beeville, TX 78102
(512) 358-5101

BROWNSVILLE ISD
Mr. Arturo McDonald
Assistant Superintendent
Brownsville ISD
1625 Price Road
Brownsville, TX 78520
(512) 546-2433

School or College District

CENTRAL TEXAS COLLEGE
Mr. William R. Suhanin, Director
Adult Education
Central Texas College
U.S. Highway 190 West
Killeen, TX 76541
(817) 526-7161
(512) 476-1730 (Austin Direct Line)

Mr. Jim M. Yeonopolus
Dean of Continuing Education

COLLEGE OF THE MAINLAND
Dr. Bill Spillar, Director
Adult Education
College of the Mainland
8001 Palmer Highway
Texas City, TX 77591
(713) 938-1211, Ext. 293

CORPUS CHRISTI ISD
Mr. Humberto J. Tijerina
Coordinator, Adult Education
Corpus Christi ISD
Adult Learning Center
3902 Morgan
Corpus Christi, TX 78405
(512) 888-8285

CORSICANA ISD
Mr. Olin Nickelberry, Director
Adult Education
Corsicana ISD
Instructional Center
312 West First Avenue
Corsicana, TX 75110
(214) 872-8488

CROCKETT ISD
Mr. Selmus Curtis
Administrative Assistant
Crockett ISD
P.O. Box 481
Crockett, TX 75835
(409) 544-2125

DALLAS ISD
Dr. John H. Redd, Director
Adult Education
Dallas ISD
3400 Garden Lane
Dallas, TX 75215
(214) 421-1051

Mr. Nat Williams, Supervisor
Adult Education

EL PASO ISD
Mr. Ed. Bulloch, Coordinator
Adult Education
El Paso ISD
1216 Olive - San Jacinto ALC
El Paso, TX 79901
(915) 533-9072

FORT WORTH ISD
Mr. D. L. Jones, Director
Adult Education
Fort Worth ISD
705 South Henderson
Forth Worth, TX 76104

Ms. Nancy Wilson Webb
Supervisor and Co-op Director
Adult Education
(817) 332-7544

FREDERICKSBURG ISD
Ms. Sue Ford, Director
Community/Adult Education
Fredericksburg ISD
202 West Travis
Fredericksburg, TX 78624
(512) 997-7182

HARRIS COUNTY DEPT. OF EDUCATION
Ms. Bette L. Griffin, Director
Adult & Continuing Education
Harris County Dept. of Education
6208 Irvington Boulevard
Houston, TX 77022
(713) 695-5895

Mr. Warren Haley, Supervisor

HENDERSON COUNTY JUNIOR COLLEGE
Mr. D. E. Brooks, Supervisor
Adult Education
Henderson County Junior College
Cardinal Drive
Athens, TX 75751
(214) 675-6215

Ms. Jan Weaver, Director
Adult Education

HOUSTON COMMUNITY COLLEGE
Dr. Monroe C. Neff, Dean
Adult & Continuing Education
Houston Community College
2800 Main Street
Houston, TX 77002
(713) 524-3059

Dr. Vincente Mier, Director
Adult Education
(713) 524-2844

Ms. Kathy Smith, Supervisor
Evaluation

HOWARD COLLEGE AT BIG SPRING
Ms. Josie Salazar, Coordinator
Adult Education
Howard College at Big Spring
1001 Birdwell Lane
Big Spring, TX 79720
(915) 267-6311

JASPER ISD
Ms. Brenda Schofield
Adult Education Director
Jasper ISD
128 Park
Jasper, TX 75951
(713) 384-2401 or 384-9498

KERRVILLE ISD
Mr. E.T."Red" Arvin, Director
Adult & Community Education
Kerrville ISD
704 Jefferson Street
Kerrville, TX 78028
(512) 896-6333

KILLEEN ISD
Mr. Dick Thomas, Director
Adult & Community Education
Killeen ISD
College and Avenue D Streets
Killeen, TX 76541
(817) 526-2199

LAREDO JUNIOR COLLEGE
Mr. J. B. Santos, Director
Adult Education
Laredo Junior College
West End Washington Street
Laredo, TX 78040
(512) 722-0521, Ext. 62

LEWISVILLE ISD
Mr. Joyce Pike, Director
Adult & Community Education
Lewisville ISD
P.O. Box 217
Lewisville, TX 75067
(214) 539-1551

LUBBOCK ISD
Mr. Harvy E. Owen, Coordinator
Adult Education
Lubbock ISD
610 Third Street
Lubbock, TX 79401
(806) 765-9338

McALLEN ISD
Mr. Noe Calvillo, Director
Adult Education
McAllen ISD
2500 Quince Street
McAllen, TX 78501
(512) 687-7871

MIDLAND COLLEGE
Ms. Barbara Gideon
Adult Education Director
Midland College
3600 North Garfield
Midland, TX 79701
(915) 684-7851

ODESSA COLLEGE
Ms. Clarice Claiborne, Director
Adult Education
Odessa College
P.O. Box 3752
Odessa, TX 79760
(915) 335-6577

PALESTINE ISD
Mr. Joel Brickell, Director
Adult Education
Palestine ISD
P.O. Drawer 440
Palestine, TX 75801
(214) 729-6911

Mr. Jerry Mayo, Supervisor
Adult Education

PARIS JUNIOR COLLEGE
Mr. Dick Bond, Director
Adult Education
Sulphur-Cypress Basin of
Paris Junior College
P.O. Box 148
Mount Pleasant, TX 75455
(214) 572-3506

PLAINVIEW ISD
Mr. John R. Quinby, Director
Adult Education
Plainview ISD
P.O. Box 1540
Plainview, TX 79072
(806) 296-5563

PORT ARTHUR ISD
Mr. Sylvester Pace, Director
Adult Education
Port Arthur ISD
P.O. Box 1388
Port Arthur, TX 77640
(713) 985-6787

REGION I, ESC
Mr. Gene Fritz, Coordinator
Adult Education
Region I, ESC
1900 West Schunior Street
Edinburg, TX 78539
(512) 383-5611

REGION III, ESC
Mr. Jimmie G. Adams, Director
Adult Education
Region III, ESC
1905 Leary Lane
Victoria, TX 77901
(512) 573-0731

REGION IV, ESC
Mr. Arnaldo Hinojosa, Director
Adult Education
Region IV, ESC
P.O. Box 863
Houston, TX 77001
(713) 462-7708

Region VI, ESC
Mr. Marion Crump, Director
Adult Education
Region VI, ESC
3332 Montgomery Road
Huntsville, TX 77340
(409) 295-9161

REGION VII, ESC
Dr. John Hall, Associate Director
Student Services
Region VII, ESC
P.O. Box 1622
Kilgore, TX 75662
(214) 984-3071

REGION IX, ESC
Mr. Jim Morgan, Director
Adult Education
Region IX, ESC
301 Loop 11
Wichita Falls, TX 76305
(817) 322-6928, Ext. 213

REGION XII, ESC
Mr. Tom Ridlehuber, Director
Adult Education
Region XII, ESC
P.O. Box 1294
Waco. TX 76703
(817) 753-1546

REGION XVI, ESC
Mr. H.G. "Bud" Connally, Director
Special Projects
Region XVI, ESC
P.O. Box 30600
Amarillo, TX 79120
(806) 376-5521

REGION XVII, ESC
Mr. Ray Lanier, Director
Adult Education
Region XVII, ESC
4000 22nd Place
Lubbock, TX 79410
(806) 792-4000

REGION XX, ESC
Mr. Silverio Cuellar, Coordinator
Adult Education
Region XX, ESC
1314 Hines Avenue
San Antonio, TX 78208
(512) 271-7611

RUSK ISD
Mr. Billy Watson, Director
Adult Education
Rusk ISD
P.O. Box 474
Rusk, TX 75785
(214) 683-5623

SAN ANGELO ISD
Mr. C.D. Henry, Director
Special Projects
San Angelo ISD
100 North Magdalen
San Angelo. TX 76903
(915) 658-3511

SEGUIN ISD
Ms. Dona Grainger, Director
Adult Education
301 Main Street
Schertz, TX 78154
(512) 658-5936

SHERMAN ISD
Mr. H.B. Onley, Director
Adult Education
Sherman ISD
P.O. Box 1156
Sherman, TX 75090
(214) 892-9115

SMITHVILLE ISD
Mr. Jack Gunlock, Director
Adult Education
Smithville ISD
P.O. Box 479
Smithville, TX 78957
(512) 237-3332

SOUTHWEST TEXAS JUNIOR COLLEGE
Mr. Jose Calderon, Director
Adult Education
Southwest Texas Junior College
Garner Field Road
Uvalde, TX 78801
(512) 278-4401

SWEETWATER ISD
Ms. Agnes Roberson, Director
Adult Education
Sweetwater ISD
301 West Arkansas
Sweetwater, TX 79556
(915) 235-8455

TEXARKANA ISD
Mr. Larry E. Johnston, Director
Adult Education
Texarkana ISD
2315 West 10th Street
Texarkana, TX 75501
(214) 792-9341

VALLEY VIEW ISD
Ms. Dorothea Pasqua, Director
Adult Education
Valley View ISD
P.O. Box 125
Valley View, TX 76272
(817) 726-3244

WHARTON COUNTY JUNIOR COLLEGE
Dr. John E. Brooks, Director
Adult Education
Wharton County Junior College
911 Boling Highway
Wharton, TX 77488
(713) 532-4560, Ext. 64

WINDHAM SCHOOLS
Mr. Chris Tracy, Assist. Supt.
Windham Schools
Texas Dept. of Corrections
P.O. Box 40
Huntsville, TX 77340
(409) 291-5130

DIVISION OF ADULT AND COMMUNITY EDUCATION

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